USE OF THE CASE OF THE METHOD IN TEACHING SPECIAL TERMS IN THE ENGLISH LANGUAGE

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INTRODUCTION

Linguistics, linguistics - the science of studying the language, its social nature, internal structure, classification, laws of use (activity) of certain languages, and its historical development, which has several areas (specialties) and departments in its purpose, objectives and form. Terminology, like linguistics, consists of two parts, that is, theoretical and practical parts. The terminological school is engaged in the following areas of practical activity: 1) lexicographic terminology; 2) the term and unification of the thermo-system; 3) translation of terms; 4) the creation of banks of terminological terms; 5) the organizational and methodological activities of terminological institutes [6].

METHODOLOGY

The case method in teaching foreign languages allows the student to improve the practical competencies. Units denoting certain concepts of a particular specialty, having a definition and mainly performing nominative functions are considered terms. As in all languages, several methods are used to denote a particular concept. It:

- 1. Enrichment of terms by semantic method
- 2. Creation of terms in a morphological way
- 3. Creating terms in a syntactic way.

The semantic development of the word causes the formation of a new word in the language and thereby enriches the terminology. When creating terms in a morphological way, wordmaking additions are added to the roots of the word. The syntax is part of the grammar and it studies the formation of words from at least two independent words by syntactic combination as well as texts. That is why some researchers, speaking of the subject of syntax, consider it more appropriate to divide the syntax into two types: small syntax or sentence syntax and large text syntax or syntax [1; 129 p.].

The representation of terms means the compilation of a compendium, the summation of systems of terms of the scientific sphere, the scientific terminology of related or very close to each other sciences (specialties). Language and resolution basically consists of 4 tiers: phonetics - phonology, morphology, lexicology and syntax. In linguistic literature, the tiers of morphology and syntax are called one term - grammar [1; 42-b.]

The state of terms of specialties, quantitative indicators of proven assigned layers, the role of terms with affixal morphs, as well as the creation of terms using the methods of affixation, syntactics, conversion, abbreviation and lexical-semantic methods are known to us in practice. That is, in the context of specialties, the etymology of terms and their works are defined by the method of affixation, morphemic-morphological, lexical-semantic, functional-semantic and syntactic method.

Etymology deals with the history of the creation of words. He is also interested in the meanings of words borrowed from foreign languages, formed from two or more words and particles, and the products of word creation. Etymology is considered with each of the two sides, that is, the form and meaning of the word [1; 96-b.].

Introducing words from one language into another is not a simple process, but a regularity connected by complex linguistic and socio-historical conditions. To assign a single word from a foreign language, first of all, real conditions are necessary. This condition is inter-language cooperation, that is, the connection between languages [3; 93-b.].

Using the methods of translating from English into Uzbek and vice versa (calculation: full tracing and semi-language, equivalent translation, transliteration, sensible translation) it is necessary to determine the syntactic-derviation features of special terms with two, three, four, five or more components. The following methods were used to designate special terms or texts in the Uzbek language:

- 1) Calcification: full tracing paper and polukalka;
- 2) Equivalent translation;
- 3) Transliteration;
- 4) Intelligent front.

Calculation is a kind of complex processes, in which there are mainly three cases: the participation of a foreign language, the participation of an element of the native language and the participation of an element of a foreign language. The essence of the first case is that the calculation material is not from a native, but from a foreign language. In the second case, the tracing of foreign language material within the framework of the possibility of layers of the native language [3; 94-95-s.]. Translation using the transliteration method - implies the assignment of the semantics, structure and form of the term in the translation process. Equivalent translated word or phrase does not have an exact variant or equivalent in the translated language, and the description of the meaning of this unit is used.

As globalization accelerates, learning foreign languages becomes a demand of the time. Today, knowledge of English in order to become a good specialist in any industry has become a simple requirement. The use of the case method in teaching special terms in English is appropriate.

Recently, the case-case method has been successfully used in the practice of studying in foreign countries and is becoming popular in our republic. Therefore, it seems appropriate to say a few words about the essence of this method (technology). The case study teaches students to study and analyze the situation with a variety of content. It is based on elements that reflect the general essence of the process of solving a specific problem problem. The problems of introducing the case method into higher education are the following:

- general orientation of the development of education (the formation of professional competencies, the development of personal capabilities, pay attention to training, processing information in large volumes);

- development of requirements for the quality of a specialist.

Case methods in training classes are developed on the basis of training situations based on actual materials aimed at solving. The features of the case method are the following:

- Orientation - the formation of knowledge in academic subjects;

- Training study existing knowledge;
- Result the formation of professional competencies;



- Technology - development for specific cases;

- Excellence - analysis of the situation;

- Omissions of traditional learning are eliminated [4].

The following requirements are put forward for the development of case studies on specific (core) texts:

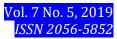
- Coverage of several aspects of the specialty;

- Reflection of actual problems of this specialty;
- Do not use the terms quickly disappearing;
- Description of the specific case of the specialty;
- Development of analytical skills and logical thinking;
- The ability to come to sopor;
- To have several equivalent solutions.

When working with specific texts, for example, when learning English, we recommend using the following cases (see table 1)

№	Cases	Contents of the case	Tourism Cases
1.	Demonstration	Teaches the choice of the	Transient Hotel is a hotel for
	Training Situations	right solution in specific cases.	transit guests who stay at the hotel
			for a short time on their way to
			another hotel (permanent resting
			place).
2.	Learning situations	Problems are formed a case	Service Charge - usually from
		with a certain time.	10 to 20 percent is added to the
			invoice to pay service
3.	Learning situations	Self-determination of the	Incentive tourism
		problem and its solutions	
4.	Practical tasks	Determined ways of solving	Transfer
_		a specific case.	
5.	Training for	Learned to analyze and	Deluxe - luxury hotel type
	analysis and evaluation	evaluate	
6.	Learning to solve a	Learned to solve problems	Front Desk - front desk
	problem and making this	and make data decisions	
	decision	D 11	
7.	Description of the	Describes a problem,	Hotel Garni - hotel without a
	problem, solution or	solution or concept	restaurant (even without breakfast)
8.	concept	Additional information is	
8.	highly structured		
9.	case Small volume	available in small quantities. Described in 1-10 pages	Inclusive Terms - Tariff for
9.	cases (short vignetts)	Described in 1-10 pages	accommodation and meals (three
	cases (short vignetts)		meals)
10.	High volume cases	Described up to 50 pages	Rest House - a small hotel
10.	(long unstructured cases)	Described up to 50 pages	Rest House a small hotel
11.	Large volume	Describes materials of	Room Board - information
	cases without structure	secondary importance up to 50	about the hotel room (conditions,
		pages.	service, opportunities)
12.	The first (invented)	A novelty is proposed as a	
	case (ground breaking	researcher.	
	cases)		
13.	Personal case	Specific people involved	Skipper - a guest who went
			away secretly, leaving an unpaid check.
14.	Case organization	Describes the activities of	
	Ũ	the organization	

Table number 1. Cases recommended for learning tourism terms



15.	Case with multiple subjects	Describes the participation of multiple actors.	Mystery Tour - a shelter in the mountains (used in mountain
	subjects	of multiple actors.	tourism)
16.	Practical case	Describes real life events.	Most Important Person -
			Especially Important Person
17.	Case study	Describes the learning	Junior Suite - a large room
		process	with a fenced sleeping place,
			transformed into a living room
			during the day
18.	Research case	Research activity is	No-Show Employees - staff
		determined	who work on a schedule that
			provides for the work strictly in the
			absence of a guest

Important characteristics of teaching cases are the provision of a list of recommended literature, guidelines, recommendations for solving the presented problem situation, and of course, presenting the teacher's solution as a variant of the case being studied. References must be directly related to the problem under study. In the process of learning with the use of cases at the end of the process (classes) the teacher (caseologist) is obliged to submit his (correct) decision of the case being studied. The didactic significance of this is explained with the creation of opportunities for the student, evaluation of activity, efficiency, expediency in the process of solving and analyzing each step aimed at solving and made mistakes, comparing with the example of the student [5; 99-b.].

The stages of the use of cases in the study of specific terms are given in Figure No. 1:

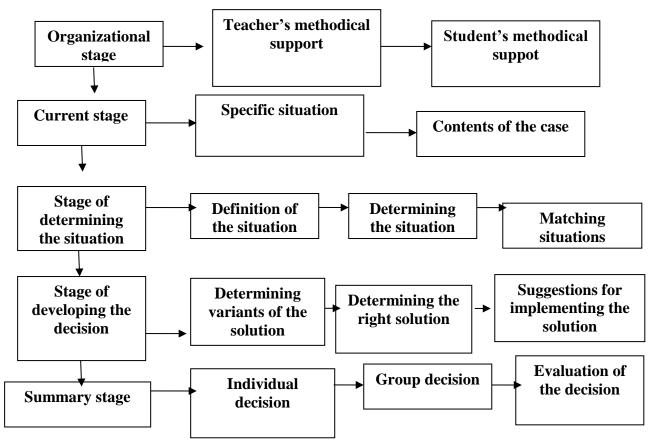


Figure number 1. Stages of the use of cases in the process of studying special terms

In higher education institutions with a non-philological direction, practical English classes are usually held in 8 small groups. Therefore, it is recommended to use the developed cases for specific terms in the framework of practical tasks as follows:

- Solving 4 case problems in eight small groups;
- The solution of cases on specific terms in eight small groups.

Summing up, it can be said that cases developed according to specific tourism terms allow to improve the content of this industry. In addition, the effectiveness of the learning process is associated with a thorough preparation of the learning strategy, order of time and control.

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